2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

15

Name of Text

Entre Culturas

Publisher

Wayside

Rate This Text Overall

- [ ] High
- [x] Mid
- [ ] Low

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

Text has tons of reading opportunities to interpret and analyze. Text also has listening opportunities.

- ( ) Not at all
- ( ) Minimally
- ( ) Adequately
- (•) Consistently

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Text provides ample opportunity for work in the interpersonal mode. Text has many student centered sections. Also activities seem to be engaging and level appropriate.

- ( ) Not at all
- ( ) Minimally
- ( ) Adequately
- (•) Consistently

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Text has many opportunities for students to either present orally or written. The is is usually after a few activities that work with the same concept or vocabulary.

- ( ) Not at all
- ( ) Minimally
- ( ) Adequately
- (•) Consistently

How well are the 3 modes progressively taught from first year to third year?

What does this look like in the materials?
Comments?

Text looks consistent through the levels.

- ( ) Not at all
- ( ) Minimally
- (•) Adequately
- ( ) Consistently

Core Practices

Text supports the use of the target language at least 90% of the time.

What does this look like in the materials?
Comments?

Directions are in Spanish.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Vocabulary is exclusively presented in context throughout the unit. The presentation of vocabulary is at the the end of the unit. Grammar is highlighted and not a focus. The focus is on using the grammar in conversation.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Authentic resources and texts are used to increase proficiency in the interpretive mode.

What does this look like in the materials?
Comments?

The text uses many authentic readings and text.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening is in the text via videos and not so much as a listening section. Listening does promote the discussion of the grammar point.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Listening comprehension and reading/writing activities are connected

Comments?

Listening does connect to further reading and writing activities. Listening is more used in videos.

- ○ Rarely
- ○ Sometimes
- ● Frequently
- ○ Consistently

Communication (Interpersonal) activities in text are authentic and promote proficiency

Comments?

Communication activities are well formed and to foster adequate communication. Students have to ask and answer questions with each other.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are more in written form but can be changed to an oral form if the teacher likes.

- ○ Rarely
- ○ Sometimes
- ● Frequently
- ○ Consistently

Nevada Academic Content Standards for World Languages

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

What does this look like in the materials?

Comments?

The text is consistently using different communities to present both vocabulary and grammar.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

What does this look like in the materials?

Comments?

The text provides many opportunities for students to make comparisons from their own experience to that of the ones presented in the text.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language function in academic and career-related situations.

What does this look like in the materials?

Comments?

Connections to other disciplines are very apparent in the text.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Cultures: Interact with cultural competence and understanding. Learners use the language to investigate, relate, and reflect on the relationship between products, practices, and perspectives.

What does this look like in the materials?

Comments?

Culture is presented throughout the text and in an interesting manner.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

- [x] Novice Mid
- [x] Novice High
- [x] Intermediate Low
- [ ] Intermediate Mid
- [ ] Intermediate High
- [ ] Advanced Low

	Strengths	Weaknesses
1st Year	Great book! I like how the vocabulary is used throughout the unit. By the end of the unit the students should know the vocabulary just from use. Also	There was no workbook to accompany the book. I don't like the soft cover. One year in H.S. And the book would be ruined. The teacher edition is lacking in
2nd Year	Great book! I like how the vocabulary is used throughout the unit. By the end of the unit the students should know the vocabulary just from use. Also	There was no workbook to accompany the book. I don't like the soft cover. One year in H.S. And the book would be ruined. The teacher edition is lacking in
3rd Year	Great book! I like how the vocabulary is used throughout the unit. By the end of the unit the students should know the vocabulary just from use. Also,	There was no workbook to accompany the book. I don't like the soft cover. One year in H.S. And the book would be ruined. The teacher edition is lacking in
Heritage 1st Year		
Heritage 2nd Year		